



ARTS AND EDUCATION

PROPOSAL TO PROVIDE
ARCHITECTURAL DESIGN SERVICES

SUBMITTED TO STATE COLLEGE AREA SCHOOL DISTRICT

JANUARY 30, 2012

January 30, 2012

Mr. Ed Poprik, Director of Physical Plant
State College Area School District
131 West Nittany Avenue
State College, PA 13601

RE: Master Planning, Education Design, and Architectural Design Services

Dear Mr. Poprik:

The best way to win the confidence of the voters is to convince them that you have studied all options and considered all points of view, and based upon your skill and extensive expertise, have arrived at the best solution while controlling costs. And when you are talking about their schools you must emphasize that you have valued the educational environment of their students as the highest priority.

The BH/BA | FHAL team has the right experience and solutions for both of these goals. The educational approach must be based on sound educational principles, understood and championed by the teachers and school leaders, and supported by the building configuration. The facility design approach must respect the community and site constraints, minimize construction cost and building operational expense, and provide a flexible “next generation” of school facilities focus on “future proof” strategies for adaptability and a center for community education, improvement and well being.

When both of these goals are met, the analysis and decisions must be presented to the community in a clear and understandable fashion, all questions and concerns addressed and resolved, and then and only then will the community rally to support the decisions at the polls. It is imperative that your District succeed at his critical juncture, and we are best suited to facilitate that success.

Previous studies have established directions that will be respected and built upon. There is a wealth of public input and suggestions that has established clear direction to proceed, as well as options that do not need reconsideration based upon costs, educational constraints, and construction complexities. This does not mean that all options will not be included, such as the two high school model, just that our focus will be on improving consensus and mutually agreeable priorities.

THE EDUCATIONAL APPROACH

Pedagogy and approach to teaching must utilize best educational practices, support and facilitate teachers as professionals, provide flexibility for many modes of teaching and learning, and bring a coherent and effective educational philosophy to the facility. Our Team will function as “The Guide on the Side” and bring our education specialists for SCASD’s amplification, direction, and authorship of the results. We will begin the process by utilizing our national best practices for the development of your educational specifications. We have worked with educational communities throughout the nation to provide these building blocks for success, helping clients address educational guidelines at the campus, district, and state level, and have partnered with many of the leading educational planners working in the industry today. We will involve all staff for input and evaluation, while leading the process focusing the output. Some of the components we will fully explore are advantages of “small learning communities,” core program integration, and the options for integration of the CTC with the comprehensive High School at large. We share the interest in broadening STEM to STEAM, and may wish to bring advocates such as John Maeda from RISD into our early discussions and for assistance with the Educational Specifications.

THE FACILITY DESIGN APPROACH

We appreciate all the information on past studies, community input, and previous designs, and have studied them extensively.

“Those who cannot remember the past are condemned to repeat it.”

-George Santayana, *Life of Reason*

- Daylighting has been proven to increase student test scores and reduce absenteeism in teachers. The optimum orientation for classrooms is facing North/South to provide controllable light, heat, and glare. Your site offers that opportunity, and we intend to capitalize on it.
- A portion of your site is constrained by stormwater issues, and our solutions will address and resolve those concerns. We have recently and successfully addressed similar geologic concerns that are known from your Geotechnical investigations. Our local and in-house Civil Engineering expertise and unique Environmental Engineering division will be a strong benefit for your project success.
- One of the options that we intend to present at our interview will address the necessary safety and drop-off improvements with isolation of the bus and parent/pedestrian traffic. We believe that the main entrance of the North Building can be reinforced in a new configuration and provide improvements to both safety and security.
- By reducing the travel time between classes, we can effectively add instructional time to your teaching year without impact to the calendar. The same benefit can also be realized in a reduction of transportation time.
- Construction phasing must be addressed in the design to minimize disruption to ongoing education and to ensure student safety. Intrusion into the existing buildings must be minimized and valuable communal and community facilities retained and improved. The public use of the facilities should be separate, secure, and provided with its own entrance and identity. Additional athletic facilities can be provided on site in several options.
- Improvements in both energy efficiency and energy utilization can be used to fund the improvements, by reducing the demands on the yearly operating funds. We believe net-zero is an attainable goal without negatively impacting the construction budget. Gone are the days of “counting points” for one certification or another. Our design teams take a holistic approach at sustainability and life cycle costing. We have recently completed the design and of one of the first Net Zero-capable school buildings in the country. Looking at the aggregate energy use across the course of a year allows us to maximize building efficiency and sustainability. An “after the fact” LEED analysis of Col. Smith Middle School, our Net Zero-capable school, realized the potential for Gold certification, much to the surprise and excitement of our client.
- Lastly, we have solutions that, while accommodating various educational models, can reduce construction costs significantly below previous estimates and bids, and achieve all of the above goals.

THE COMMUNITY INVOLVEMENT PROCESS

None of the educational or facility advantages can be realized without the approval of the community at large! We offer the unique advantage of interactive involvement that has proven success in consensus building through our trademarked Listen Lead Perform™ process.

We feel that this is a critical discriminator due to the fact that we commit to aggressive bond referendum assistance. We understand that the ability to pass a referendum is one of the greatest challenges facing many districts, especially in today's economic times. To overcome this obstacle, we offer comprehensive services for all aspects of this initiative. Since first developing our campaign support services program in the mid 1990s, we have helped to pass more than 150 bond issues.

We look forward to the opportunity present these ideas in the interview, toward the goal of providing a "No Frills – High Quality Learning Environment!"

Sincerely,

BUCHART HORN, INC./BASCO ASSOCIATES in association with FANNING HOWEY



Anthony J. Shinsky, AIA, LEED AP
Vice President of Facilities
Buchart Horn, Inc./BASCO Associates



Edwin R. Schmidt, AIA
Executive Director
Fanning Howey

Item I: High School Projects

EASTERN HIGH SCHOOL | WASHINGTON, DC



Eastern High School was built in 1923 and is one of the oldest continuously-operating high schools in the District of Columbia. Due to its age and size, the school building was renovated and "right sized" to better meet the needs of the community, as well as DCPS standards.

The exterior of this historic high school facility was restored to its original grandeur. All interior spaces were renovated, including the enclosure of two courtyards.

All building systems and components were renovated and upgraded to increase efficiency and decrease operating costs. Restoration of high ceilings and original window designs brought back the old school charm,

while offering modernized classrooms and improved learning environments. Eastern High School was designed to achieve LEED® Gold certification.



PROJECT DATA

completion date: 2010

construction cost: \$67 M

project team: Ed Schmidt, Robin O'Hara, Mike Schipp, Tim Lehman

AWARDS

2011 Best in Category - Addition/Renovation
CEFPI Southeastern Region Annual Conference

2011 Award of Excellence - School Project of the Year
USGBC National Capital Region Chapter

2011 Citation - Historic Preservation
American School & University Architectural Portfolio

2011 Award for Excellence - Historic Resources
American Institute of Architects, Washington D.C. Chapter

2011 Honorable Mention Award
Learning By Design

2011 Honorable Mention Award
School Planning & Management Education Design Showcase

2011 Craftsmanship Awards, Washington Building Congress
Special Concrete Finishes; Lighting Systems; Power Generation, Distribution, and Switchgear; Special Systems, Plaster

2011 Outstanding Project - Interior Renovation
AS&U Educational Interiors Showcase



MANHEIM TOWNSHIP HIGH SCHOOL | LANCASTER, PENNSYLVANIA

Manheim Township High School is a place where exceptional innovation and social responsibility combine to prepare students for life in the 21st century. A comprehensive additions and renovations program was recently completed in support of this vision.

The expanded high school includes a new three-story classroom wing, a community field house, and an enlarged cafeteria. The LEED Gold registered building features a geothermal central plant, a displacement ventilation system, and a Green Touch Screen Educational Kiosk.

After the district asked for a revamped design halfway through the project, value engineering efforts eliminated the impact of inflation and resulted in bids that were within one-tenth of one percent of the established budget.

PROJECT DATA

completion date: 2008

construction cost: \$68 M

project team: Mike Schipp



PHELPS ARCHITECTURE, CONSTRUCTION AND ENGINEERING HIGH SCHOOL | WASHINGTON, DC



The history of Phelps High School dates back to 1933, when the Phelps Vocational High School first opened its doors to students interested in bricklaying, carpentry, masonry, and other manual trades. Today, the newly renovated and expanded building gives this rich legacy a modern twist, offering high-tech courses in the architecture, construction, and engineering trades.

A variety of dynamic real-world learning environments support a curriculum developed with the help of the American Institute of Architects, the Associated General Contractors, and other professional organizations. Students can gain practical experience through the use of heavy equipment and crane simulators, high-tech drafting labs, and an HVAC laboratory with equipment maintenance trainers.

At Phelps, the entire building acts as a teaching tool.

The two-story main commons serves as a showcase of construction materials for welding, drywall, flooring, and masonry. Exposed, color-coded building systems act as wayfinding devices. The school's many sustainable elements - including solar arrays, wind turbines, and a geothermal loop - allow students to gain firsthand knowledge of the future of the architecture, construction, and engineering trades.



PROJECT DATA

completion date: 2008

construction cost: \$58.0 M

project team: Ed Schmidt, Mike Schipp,

Tim Lehman, George Kacan



AWARDS

2010 Judges' Choice - Building As A Teaching Tool
School Planning & Management Sustainability and Innovation Awards

2010 Award of Excellence - School Project of the Year
USGBC National Capital Region Chapter

2010 Honorable Mention Award
Learning by Design

2009 Crow Island Citation
American School & University Educational Interiors Showcase

2009 Lee J Brockway Award
CEFPI Exhibition of School Planning and Architecture

2009 Renovation/Modernization Citation
AS&U Architectural Portfolio

2009 Impact on Learning Award (Modernization/Effective Transformation)
School Planning & Management and CEFPI

2009 Grand Prize
School Planning & Management Education Design Showcase

2009 Best in Category - Addition/Renovation
CEFPI Southeastern Region Annual Conference

2009 Citation of Excellence
American Association of School Administrators and CEFPI

2009 Green Building of America Award
Real Estate & Construction Review

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VIRTUAL "SKYPE" TOUR OF:



UPPER ST. CLAIR HIGH SCHOOL



V. SUE CLEVELAND HIGH SCHOOL



LAKE AREA HIGH SCHOOL




WILSON HIGH SCHOOL

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Item 2: Responsibility

TEAM RESPONSIBILITY PERCENTAGE

FIRM NAME	PHASE 1	PHASE 2	PHASE 3
	10	30	50
FANNING HOWEY	80	50	20
CONSULTANTS	10	20	30
	100%	100%	100%

RESPONSIBILITY OF PERSONNEL PERCENTAGE

TEAM MEMBER	PHASE 1	PHASE 2	PHASE 3
MASTER PLANNING TEAM			
Harrison Bink	80%	40%	80%
Ed Schmidt	80%	80%	40%
Robin O'Hara	50%	60%	20%
COMMUNITY INVOLVEMENT TEAM			
Carl Baxmeyer	40%	20%	0%
Rodney Wiford	50%	50%	5%
Shannon Lefever	20%	50%	5%
DESIGN / PRODUCTION TEAM			
Doug Graby	10%	25%	90%
Mike Schipp	10%	25%	90%
Tim Lehman	10%	25%	90%
Russ Oft	5%	10%	75%
Scott Russell	5%	20%	50%
MANAGEMENT TEAM			
Anthony Shinsky	5%	5%	5%
George Kacan	5%	5%	5%

TEAM MEMBERS

MASTER PLANNING TEAM



**HARRISON F. BINK, AIA,
LEED AP**
Director of Design

EDUCATION

Bachelor of Arts, Rhode Island School of Design
Bachelor of Architecture, Rhode Island School of Design

REGISTRATIONS/CERTIFICATIONS

Architect - PA, NJ
National Council of Architectural Registration Boards
LEED Accredited Professional

YEARS' EXPERIENCE

With BH/BA: 2 Total: 34

PROJECT EXPERIENCE

Harrison Bink's professional career is dedicated to advancing K-12 education through continuous learning. An active participant in both the Council of Educational Facility Planners International and the AIA Committee of Architects for Education, he has more than 33 years of comprehensive school and college design experience.

Derry Township School District, Hershey, PA

Hershey High School Addition, Additions to improve capacity, energy and circulation, Karst topography design to minimize the potential for sinkhole development.

Morrisville School District, Morrisville, PA

Morrisville K-12 School , reconfiguration of entire District through adaptive reuse of existing High School site and athletic fields.

Harrison developed the Listen, Lead, Perform™ consensus-building methodology to facilitate community input into the design process, to develop designs that fulfill client and community needs, and facilitate referendum approval, creating facilities that strengthen the communities in which they were built to serve.



EDWIN R. SCHMIDT, AIA
21st Century High School
Design Lead

EDUCATION

Bachelor of Architecture, Virginia Polytechnic Institute and State University

REGISTRATIONS/CERTIFICATIONS

Architect - VA
National Council of Architectural Registration Boards

YEARS' EXPERIENCE

With Fanning Howey: 7 Total: 31

PROJECT EXPERIENCE

Ed Schmidt joined Fanning Howey in 2005, bringing 24 years of experience in facility planning, design, and delivery to the firm. As a leader in 21st Century High School design, he has presented at numerous national conferences and has teamed with high-profile clients throughout the Mid-Atlantic. His recent efforts for the historic Phelps Architecture, Construction and Engineering High School in Washington, DC, led to the school winning numerous national design, learning and sustainability awards, including the prestigious Crow Island Citation from American School & University.

Capital School District, Dover, DE

Facility Evaluations

Charles County Public Schools, La Plata, MD

New High School Study

District of Columbia Public Schools, Washington, DC

Eastern High School Renovation
Wilson High School Modernization
Phelps High School Addition/Renovation



ROBIN O'HARA, REFP
Educational Planner

EDUCATION

Masters of Urban and Regional Planning,
University of Virginia
Bachelors of Arts in Geography and Urban Systems,
McGill University

REGISTRATIONS/CERTIFICATIONS

Recognized Educational Facility Planner
2011 Planner of the Year, Council of Educational
Facility Planners International Southeast Region
2011 Planner of the Year, Virginia Educational Facility
Planners

YEARS' EXPERIENCE

With Fanning Howey: 3 Total: 24

PROJECT EXPERIENCE

Robin O'Hara joined Fanning Howey in 2009, bringing 21 years of experience in educational and urban planning to our team. She has worked in the planning departments of the City of Manassas, Fairfax County Public Schools, and Arlington Public Schools. Most recently, Robin directed the educational planning functions for the District of Columbia Public Schools. She provides clients with real world experience in a host of planning functions ranging from enrollment projections to educational specifications to Capital Improvement Plans. She is also experienced in community engagement and has presented to community groups, executive staff, city agencies, and Congress.

TEAM MEMBERS

COMMUNITY INVOLVEMENT TEAM



CARL H. BAXMEYER,
AICP
Community Engagement /
Referendum Assistance

EDUCATION

Bachelor of Science, Environmental Science and
Regional Planning, Grand Valley State University

Master of Science, Hydrology and Natural Resource
Management, Colorado State University

AFFILIATIONS

American Planning Association

American Institute of Certified Planners

Council of Educational Facility Planners International

YEARS' EXPERIENCE

With Fanning Howey: 15 Total: 34

PROJECT EXPERIENCE

As a community planner, Carl has completed numerous demographic studies and strategic development plans across the nation. His experience includes the development of master plans, feasibility studies, environmental impact studies and audits, transportation planning, and grant acquisition/management. For years, he has provided consulting services to Fanning Howey clients regarding referendum campaign development, community engagement, and facility planning.

Manheim Township School District, Lancaster, PA

Manheim Township High School

Downingtown Area School District, Downingtown, PA

Annual Demographic Services



RODNEY WIFORD,
AIA, MBA, REFP,
LEED AP BD+C
Community Engagement /
Referendum Assistance Associate

EDUCATION

Master of Business Administration,
Wright State University

Bachelor of Science in Architectural Engineering
Technology, University of Cincinnati

Associate of Applied Science in Architectural
Technology, University of Cincinnati

Certificate of Technical and Professional
Communications, University of Cincinnati

REGISTRATIONS/CERTIFICATIONS

Architect - CO, OH

National Council of Architectural Registration Boards

Recognized Educational Facility Planner

LEED Accredited Professional BD+C

YEARS' EXPERIENCE

With Fanning Howey: 21 Total: 21

PROJECT EXPERIENCE

Rodney Wiford brings a unique combination of creativity, experience, and leadership to every endeavor. An experienced Project Manager, he has devoted his career to the planning and design of educational facilities. This includes new and renovated elementary schools, middle schools, combination schools, high schools, and college/university facilities. Rod advocates a planning/design process that links the needs of the client with the vision of the larger community to create facilities that benefit a wide range of constituency groups. He is also a tireless advocate for the client's needs, ensuring that they are met during each stage of planning and design.



SHANNAN LEFEVER
Voter Identification Research
Associate

EDUCATION

Bachelor of Arts in Geography, Valparaiso University
Minor in Urban Studies and at least 35 credit hours
of Mathematics

REGISTRATIONS/CERTIFICATIONS

N/A

YEARS' EXPERIENCE

With Fanning Howey: 4 Total: 6

PROJECT EXPERIENCE

As a Voter Identification Research Associate, Shannan supports the Solutions Group's GIS, demographics, and planning efforts in school districts throughout the country. She is responsible for geographic map production, database development, field data collection, analysis, and project implementation for a variety of applications. To better assist our clients with important decisions, Shannan will help provide voter identification research, site analysis, build-out scenarios, and demographic analysis and projections.

Avon Community School Corporation, Avon, IN

Voter Research Study

Batesville Community School Corporation, Batesville, IN

Demographic and GIS Assistance for Referendum

Bellevue City School District, Bellevue, OH

Demographic and GIS Assistance for Referendum

TEAM MEMBERS

DESIGN TEAM



**DOUGLAS W. GRABY, AIA,
LEED AP BD+C**
Project Manager

EDUCATION

Bachelor of Architecture, University of Tennessee - Knoxville

REGISTRATIONS/CERTIFICATIONS

Registered Architect - PA, TN, MD, MS
National Council Architectural Registration Boards
LEED Accredited Professional BD+C

YEARS' EXPERIENCE

With BH/BA: 6 Total: 19

PROJECT EXPERIENCE

Douglas Graby has 18 years of experience as a Project Manager and Project Architect for K-12 projects in the State of Pennsylvania and is a member of the Council of Educational Facility Planners. He offers strong management and organizational skills in leading the design team to meet schedules and budgets, often serving as the primary point of contact for clients, and the firm's PlanCon expert to maximize reimbursement to School Districts.

Downingtown Area School District, Downingtown, PA

New Middle School

East Stroudsburg Area School District, East Stroudsburg, PA

New East Stroudsburg Elementary School which utilized environmentally sensitive concepts such as an ice storage mechanical system, low emissivity metal roofing, and low maintenance materials



**MICHAEL SCHIPP, AIA,
CDT, LEED AP BD+C**
Design Architect

EDUCATION

Bachelor of Architecture, Ball State University
Bachelor of Science in Environmental Design,
Ball State University

REGISTRATIONS/CERTIFICATIONS

Architect - IN
National Council of Architectural Registration Boards
Construction Documents Technologist
LEED Accredited Professional BD+C

YEARS' EXPERIENCE

With Fanning Howey: 24 Total: 24

PROJECT EXPERIENCE

Mike Schipp has spent his entire career at Fanning Howey, focusing on educational facilities. He has served as Project Manager for the planning and design of projects for clients ranging from Alaska to the District of Columbia and throughout the Midwest. His projects have won numerous awards, including three Crow Island Citations from *American School & University* and the Impact on Learning Award from *School Planning & Management* and the Council of Educational Facility Planners International.

Manheim Township School District, Lancaster, PA

Manheim Township High School Addition/Renovation

District of Columbia Public Schools, Washington, DC

Phelps High School Modernization
Eastern High School Modernization



**TIMOTHY LEHMAN, PE,
LEED AP BD+C**
Systems Specialist/Net Zero

EDUCATION

Bachelor of Mechanical Engineering Technology,
The University of Toledo, College of Engineering

REGISTRATIONS/CERTIFICATIONS

Engineer - DC, IN, NC, OH
LEED Accredited Professional BD+C

YEARS' EXPERIENCE

With Fanning Howey: 21 Total: 21

PROJECT EXPERIENCE

Since joining Fanning Howey, Tim has provided mechanical systems design for numerous projects and has conducted extensive research into high performance and sustainable building systems. He has twice been asked to present on high performance school design at the annual conference for the Ohio Foundation for Environmental Education. As Discipline Director for Fanning Howey's Mechanical Engineering services, Tim oversees the development of HVAC and plumbing systems, shop drawing review, mechanical drafting, mechanical design, cost estimating, mechanical construction review, and project management.

District of Columbia Public Schools, Washington, DC

Eastern High School
Wilson High School Modernization
Phelps High School

TEAM MEMBERS

MANAGEMENT TEAM



ANTHONY J. SHINSKY,
AIA, LEED AP
Principal-in-Charge

EDUCATION

Bachelor of Architecture, Temple University

REGISTRATIONS/CERTIFICATIONS

Registered Architect - PA, MD, NJ, VA, FL

National Council Architectural Registration Boards

LEED Accredited Professional

YEARS' EXPERIENCE

With BH/BA: 4 Total: 24

PROJECT EXPERIENCE

As the Principal-in-Charge on this project, Anthony Shinsky will meet regularly with the Project Manager to monitor schedules and budgets. He will also periodically contact you to confirm that you are satisfied with the progress being made and with our performance. As Buchart Horn's Vice President of the Facilities Division, Anthony is available to discuss any aspect of this project with you at your request. In addition, he will review project performance reports prepared by the QA/QC Officer and coordinate any action to be taken to maintain excellent performance standards.

Downingtown Area School District, Downingtown, PA

New Middle School

East Stroudsburg Area School District, East Stroudsburg, PA

New East Stroudsburg Elementary School which utilized environmentally sensitive concepts such as an ice storage mechanical system, low emissivity metal roofing, and low maintenance materials



GEORGE M. KACAN, AIA,
REFP, LEED AP
Project Executive

EDUCATION

Master of Architecture, University of Michigan

Certificate of Architectural Design Studies,
University of Copenhagen, Denmark

Bachelor of Technology in Architectural Science,
Ryerson Polytechnical University, Canada

REGISTRATIONS/CERTIFICATIONS

Architect - DC, IL, IN, IA, MD, MI, OH, PA, TX, WV, WI,
WA, WY, MO (in process)

National Council of Architectural Registration Boards

Recognized Educational Facility Planner

LEED Accredited Professional

2011 Planner of the Year, Council of Educational Facility
Planners International Midwest Great Lakes Region

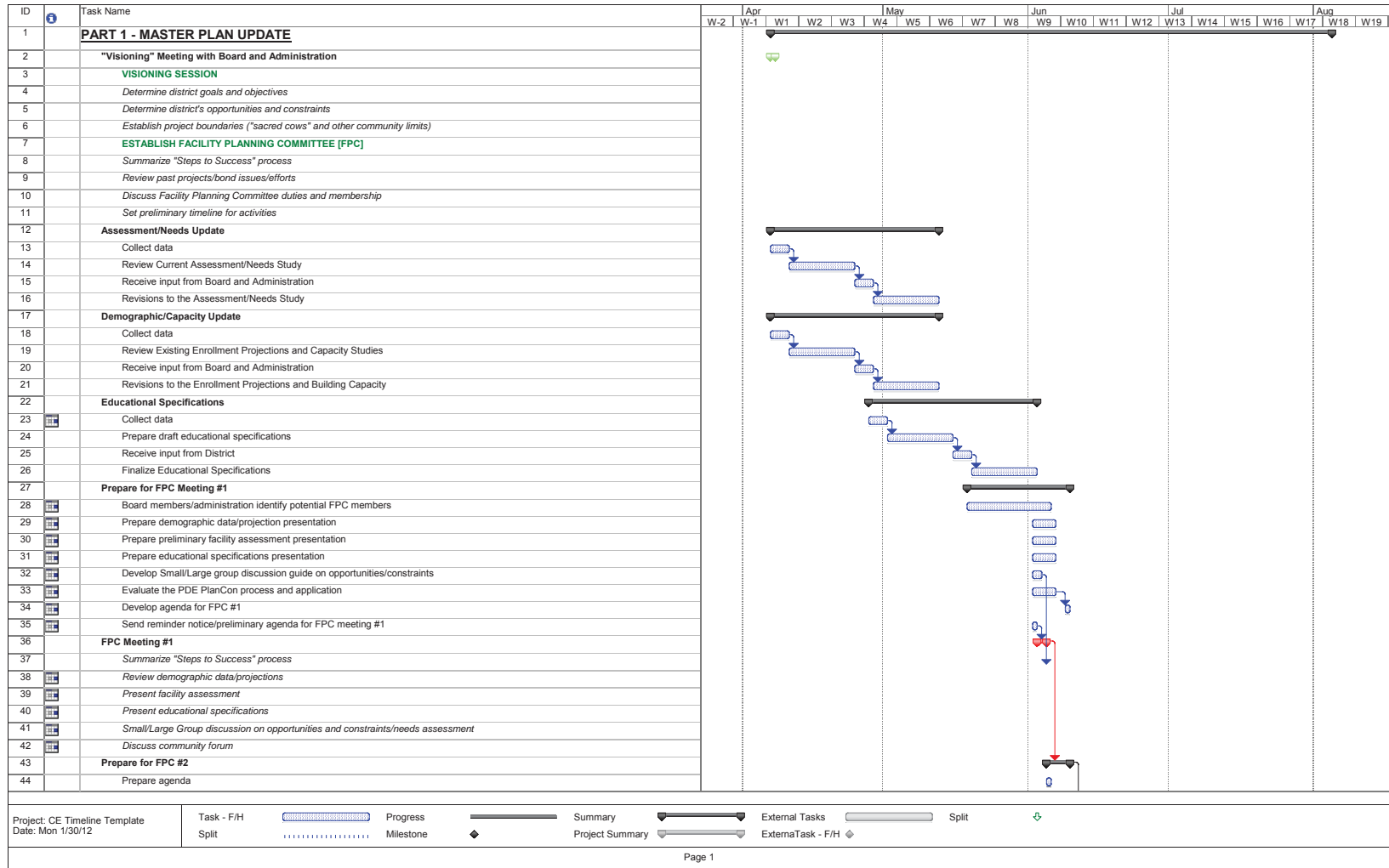
YEARS' EXPERIENCE

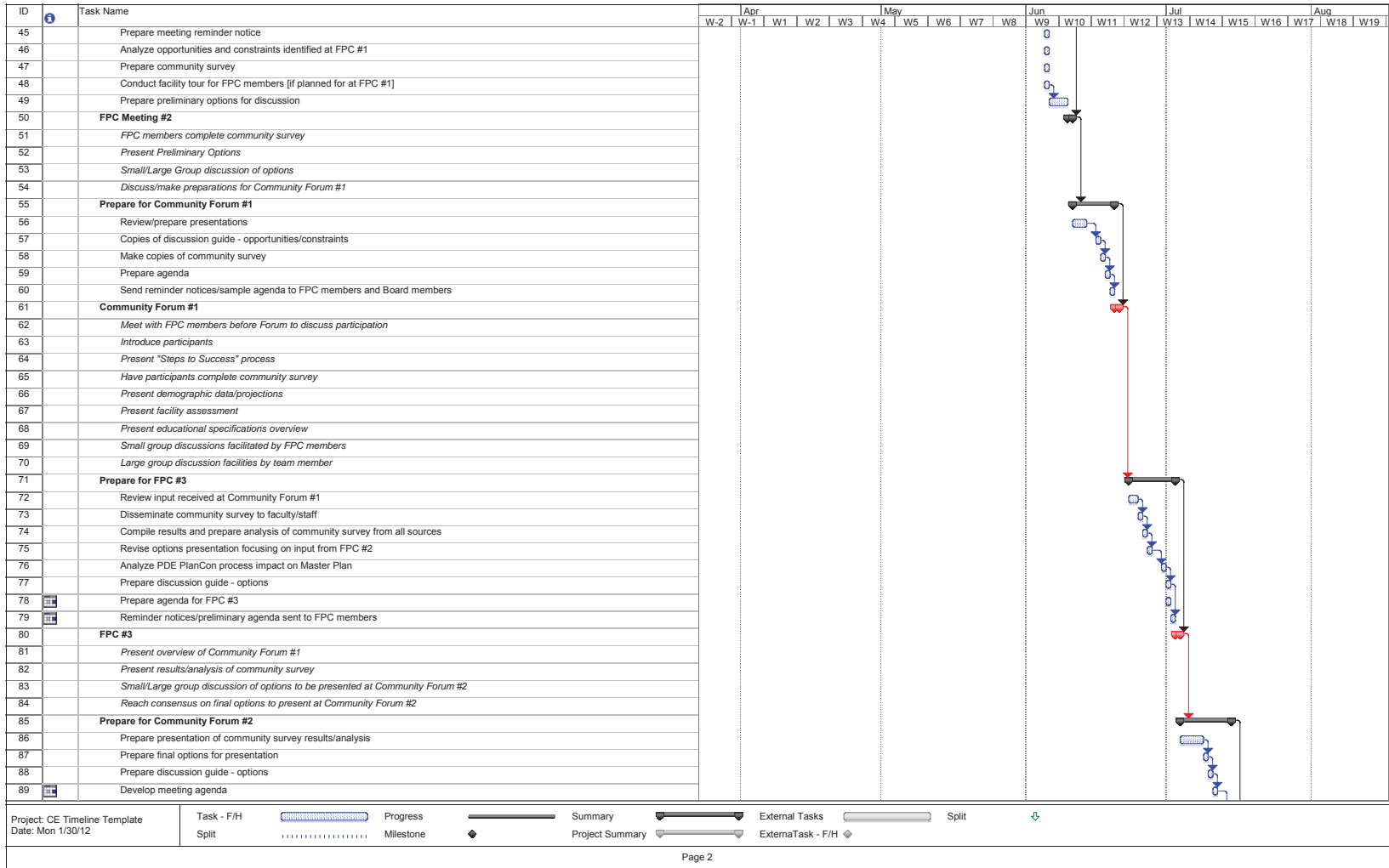
With Fanning Howey: 17 Total: 26

PROJECT EXPERIENCE

George Kacan joined Fanning Howey in 1995, bringing nine additional years of educational facility design experience. He is recognized as a national leader in the planning and design of primary and secondary schools and is experienced in the successful delivery of complex programs, including numerous high-profile projects for large school districts such as Detroit Public Schools and the District of Columbia Public Schools. George excels in 21st Century design of innovative and flexible school environments, and his projects have led him all across the country, developing national best practices related to effective school planning and design.

Item 3: Schedule





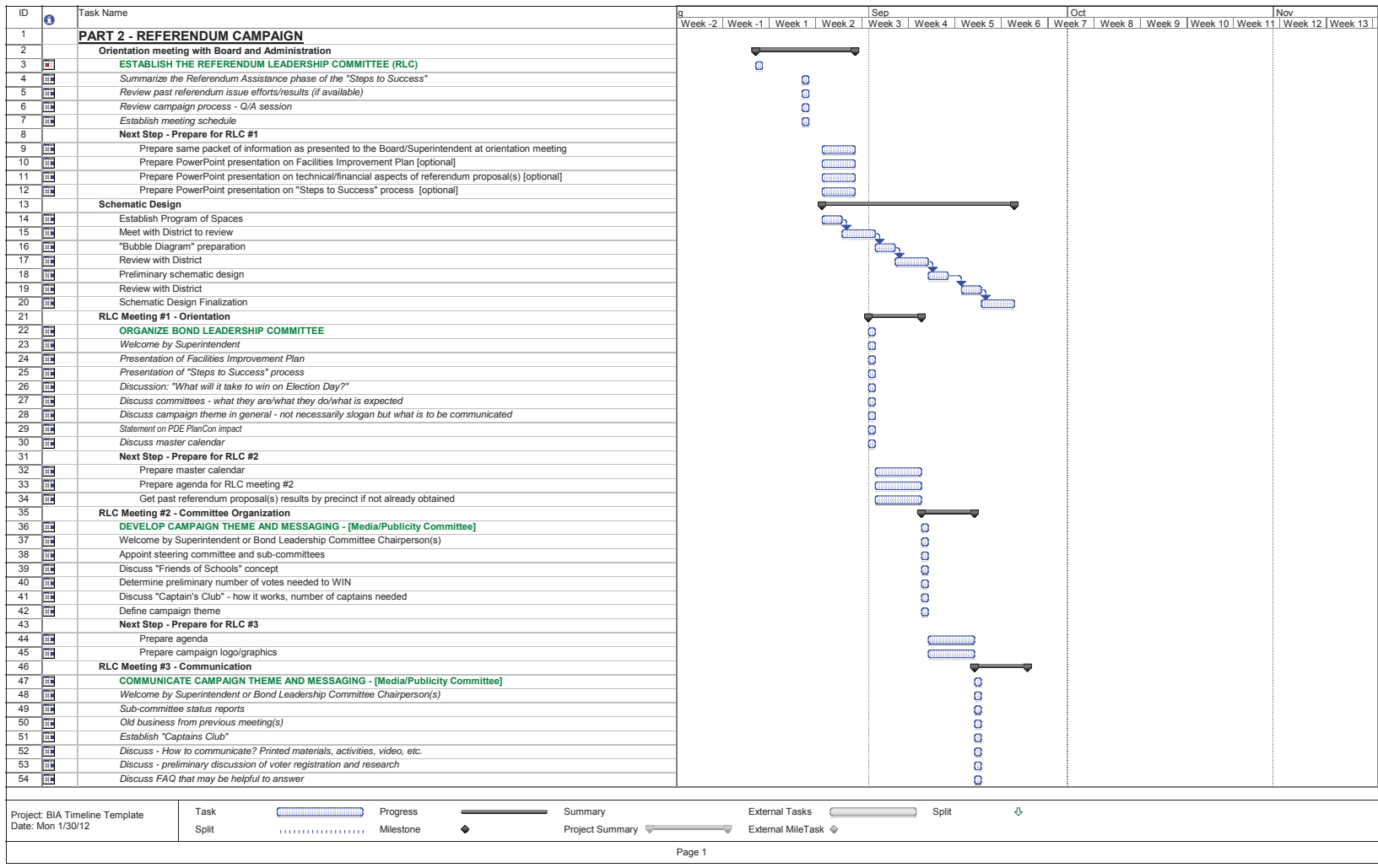
ID	Task Name	Apr		May				Jun				Jul			Aug								
		W-2	W-1	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	
90	Send meeting notice/agenda to FPC members																						
91	Community Forum #2																						
92	Present community survey results																						
93	Present final options																						
94	Break into small group discussions facilitated by FPC members																						
95	Large group discussion facilitated by team member																						
96	Discussion of option(s)																						
97	Prepare for FPC #4																						
98	DEVELOP FPC RECOMMENDATION OF PREFERRED FACILITY MASTER PLAN																						
99	Summarize option(s) and input from Community Forum #2																						
100	Statement of PDE PlanCon impact for options																						
101	Prepare agenda																						
102	Send notices/agenda to FPC members																						
103	FPC #4																						
104	Discuss Community Forum #2																						
105	Review final option(s)																						
106	Small/Large group discussions of option(s)																						
107	Reach consensus on which option(s) to recommend to the Board																						
108	Preparation for Board Meeting																						
109	Preparation of final option(s) written report																						
110	Board Meeting #1																						
111	RECOMMEND FPC's FACILITY MASTER PLAN TO BOARD OF EDUCATION																						
112	FPC representative(s) make recommendation to Board with support from project team																						
113	Board Meeting #2																						
114	Board members make the final decision																						

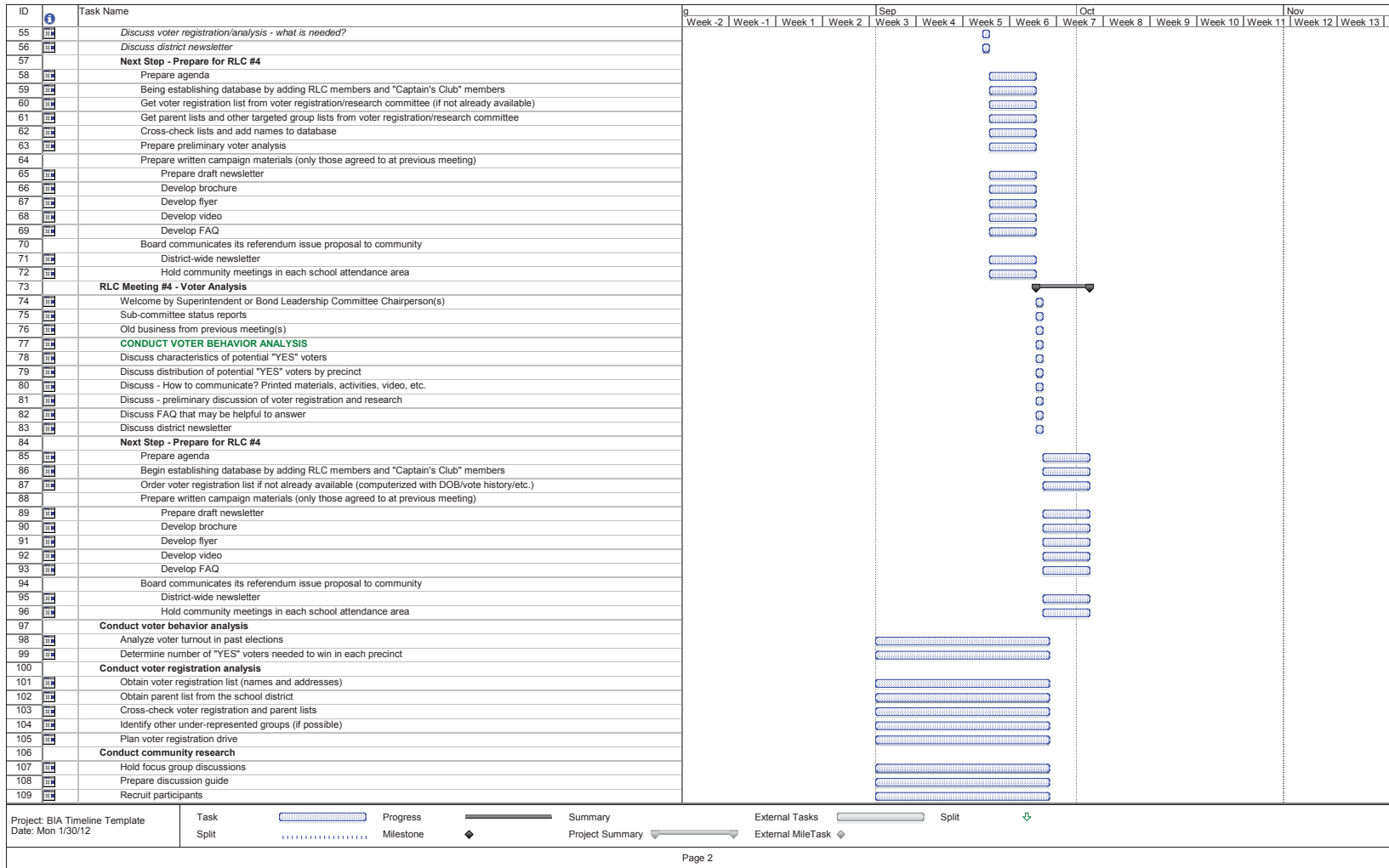
Project: CE Timeline Template
Date: Mon 1/30/12

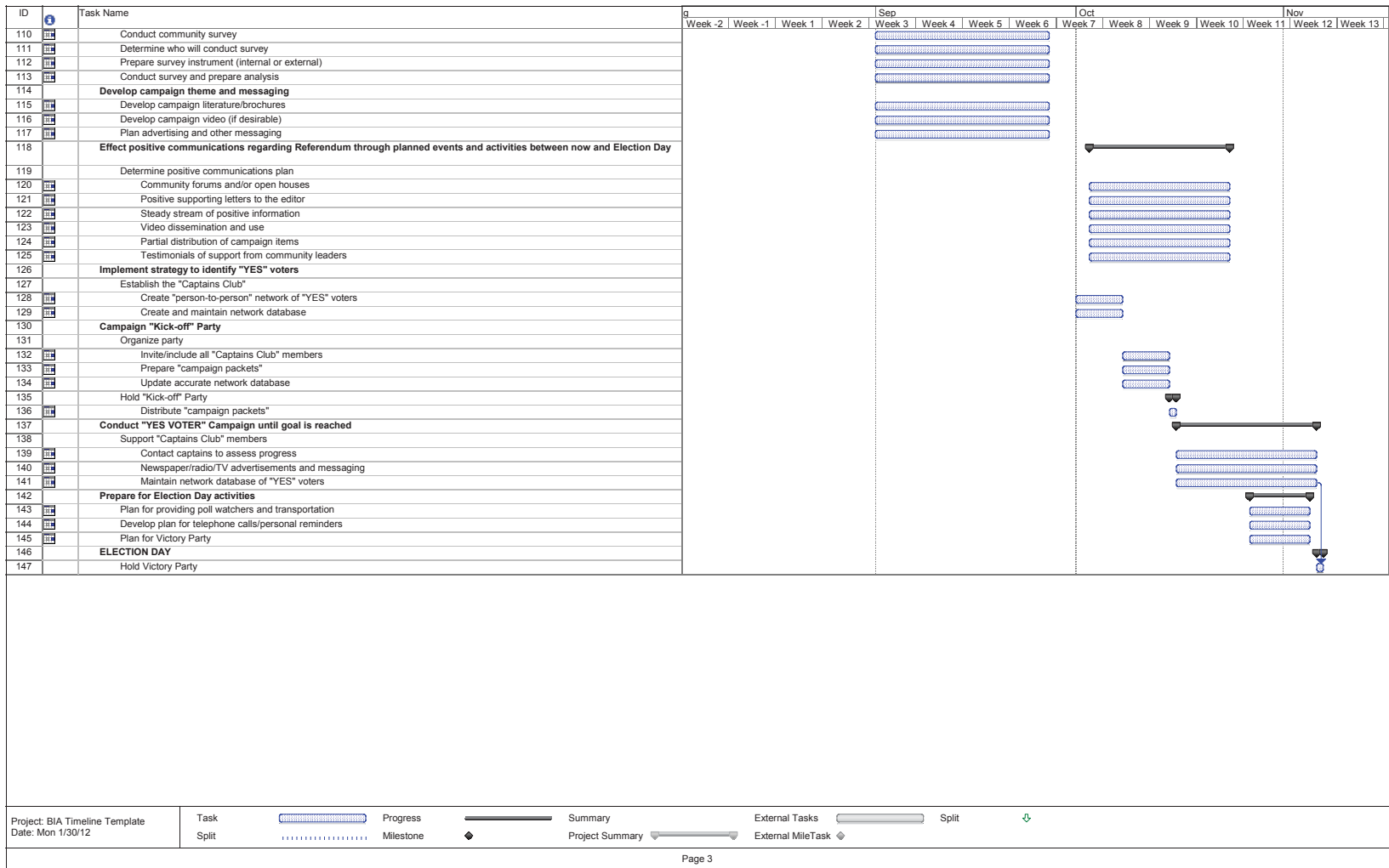
Task - F/H Progress Summary External Tasks Split

Split Milestone Project Summary ExternalTask - F/H

Page 3







Item 4 and 5: Fee

ARCHITECTURAL AND ENGINEERING												
State College Area High School												
Task Description	Design Effort	Principal	Project Manager	ED Spec Planner	Project Architect	Project Engineer	Project Eng Junior	Project Coordinator	Graphics CADD	Word Processor	Other Direct	task total
Time to Complete (Calculated in Work/Weeks)												
Part 1: Master Plan Update		\$ 15,040	\$ 15,288	\$ 7,296	\$ 8,680	\$ 17,500	\$ -	\$ 24,840	\$ 6,080	\$ 2,080		\$ 96,804
Community Outreach		32	32	32				64	64			224 \$ 32,928
SCASD Wroksessions		32	32	16	16					32		128 \$ 20,336
State, Municipal, Regional Mtg			20		40	20						80 \$ 13,340
Cost Estimates						80		120				200 \$ 30,200
Part 2A: Schematic Design		\$48,880	\$58,240	\$49,552	\$101,060	\$108,500	\$36,450	\$69,660	\$69,160	\$13,260		\$ 554,762
High School Ed Spec		24		120					60	60		264 \$ 33,480
Schematic Design		144	288	144	540	540	270	270	540	144		2880 \$ 419,904
Cost Estimating					80	80		120				280 \$ 42,600
Referendum Planning		8		30				30				68 \$ 10,490
Community Outreach		32	32	32				64	64			224 \$ 32,928
Community Presentations					32			32	64			128 \$ 15,360
Part 2B: Schematic Design		\$60,160	\$75,348	\$56,848	\$128,960	\$140,000	\$72,900	\$106,110	\$86,260	\$16,380		\$ 742,966
Elementary School Ed Spec		24		120					60	60		264 \$ 33,480
Schematic Design		192	382	192	720	720	540	540	720	192		4198 \$ 608,108
Cost Estimating					80	80		120				280 \$ 42,600
Referendum Planning		8		30				30				68 \$ 10,490
Community Outreach		32	32	32				64	64			224 \$ 32,928
Community Presentations					32			32	64			128 \$ 15,360
Part 3A: DD through close out												\$ 3,258,475
Design Development												20% \$ 766,700
Construction Documents												35% \$ 1,341,725
Cost Estimating												2% \$ 76,670
Permitting & Review												3% \$ 115,005
Biddings												5% \$ 191,675
Construction Observation												20% \$ 766,700
Part 3B: DD through close out												\$ 794,750
Design Development												20% \$ 187,000
Construction Documents												35% \$ 327,250
Cost Estimating												2% \$ 18,700
Permitting & Review												3% \$ 28,050
Biddings												5% \$ 46,750
Construction Observation												20% \$ 187,000
Additional Subtotal												
TOTAL COST with reimbursable*												

*We would assume a reimbursable allowance amount not-to-exceed 3% of the phased contract amount.

